ED 155 925 CLASSROOM STRATEGIES. A VIDEO TAPE BANK FOR ENGLISH AS A SECOND LANGUAGE AND ADULT BASIC EDUCATION.

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JUN 78 31P.

DOCUMENT RESUME

ED 155 925 FL 009 534

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TITLE Classroom Strategies. A Video Tape Bank for English as a Second Language and Adult Basic Education.
INSTITUTION Palomar Coll., San Marcos, Calif.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE Jun 78
NOTE 31p.; Paper presented at the meeting of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, California, March 3-5, 1978)
AVAILABLE FROM Palomar Community College, San Marcos, California 92069

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Adult Basic Education; Audiovisual Instruction; Basic Skills; Demonstration Programs; *Demonstrations (Educational); Educational Resources; *English (Second Language); *Film Libraries; Higher Education; *Inservice Teacher Education; Instructional Materials; *Language Instruction; Language Teachers; Teacher Education; Teaching Methods; Teaching Skills; *Video Tape Recordings

ABSTRACT

Palomar College produced an alternative resource for staff development in the form of a video tape library of demonstration ESL/ABE classroom strategies. The series of 15 tapes offers an inexpensive and easily duplicated means of viewing a variety of methods, an opportunity to select certain methods for repeated viewing, and the opportunity to watch the application of the method in a true classroom situation. The target audience is instructional personnel, at all levels who have non-English speakers, limited-English speakers and students requiring basic English skills in their classes. The following format was used in an effort to maximize instructional value: the tapes consist of an unrehearsed classroom demonstration of a selected technique, a narrative interview which provides a theoretical background, and an in-studio interview with the demonstration teacher. The goal of each tape is to enable the viewer to see a strategy in action and to understand the steps required to implement the technique. The tapes vary in length from 28 minutes to one hour and 20 minutes. They are available in 3/4" color video cassettes or 1/2" reel to reel format. This document contains a synopsis of each tape, as well as pre-viewing and post-viewing activities. Supplementary resources are also provided for each tape. (Author/AMH)

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Classroom Strategies. A Video Tape Bank for English as a Second Language and Adult Basic Education

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TAPE 1A, 1B

THRICE TECHNIQUE FOR ACCENT IMPROVEMENT

Patricia Regdon
Del Mar Adult School
San Jose, California

3/4" Color Cassettee Running Time: 67 minutes
1/2" Color Reel to Reel

Synopsis

Paticia Regdon helps her students to become conscious of the similarities and differences between their native languages and English. She teaches them the rules of the THRICE acronym which provides them with a tool to use in modifying their accents themselves. Then the students apply the rules to a model sentence. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. List the six rules involved in the THRICE technique.
2. Be able to conduct a simple pronunciation exercise.

Pre-viewing Activities

1. Discuss the problems the student faces because of a "foreign accent."
2. Explain the THRICE acronym.
3. Review the following terms:

   rhythm, intonation, pitch, melody, voice control.

Post-viewing Activities

1. Review the six rules of the THRICE technique for accent improvement.
2. Discuss the rationale for using speech organ exercises. Conduct several exercises.
3. Enumerate the steps followed in the tape for helping the student clarify an unintelligible statement.
4. If, among the participants there are speakers of other languages, have them intone a phrase and practice analyzing the utterance according to vowel value, consonant value, rhythm, pitch and voice control.

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Resources

Allen, Virginia F. 1971. "Teaching Intonation, From Theory to Practice," TESOL Quarterly, 5, 1, 73-71.

Asher, J.J. 1972. "Implications of Psychological Research for Second Language Learning." D.L. Lange and C.J. James, eds., The ACTFL Review of Foreign Language Education, Vol. 4. Skokie, Ill., National Textbook.

Bandura, A. 1969. Principles of Behavior Modification. N.Y., Holt, Rhinehart and Winston.

Barry, W.J. 1971. "Remedial Pronunciation Practice for German Speaking Students in English," English Language Teaching, 27, 43-47.

Chastain, K.O. 1970. "A Methodological Study Comparing the Audiolingual Habit Theory - A Continuation," Modern Language Journal, 54, 257-266.

Holley, F.M. and J.A. King. 1971. "Imitation and Correction in Foreign Language Learning," Modern Language Journal, 55, 494-498.

Praitor, Clifford H. 1971. "Phonetics vs. Phoenemics in the ESL Classroom: When is Allophonic Accuracy Important?," TESOL Quarterly, 5, 61-72.

Regdon, Patricia M. and Thomas J. Coates. 1974. "Thrice: A Technique for Improving the American English Language Delivery of Non-native Speakers," TESOL Quarterly, 8, 363-373.

TAPE 2

CREATIVITY EXERCISES FOR GRAMMATICAL STRUCTURES

Alisa Blatt
E. Manfred Evans Adult School
Los Angeles, California

3/4" Color CAssettee Running Time: 28 minutes
1/2" Color Reel to Reel

Synopsis

By means of a simple line drawing, Alisa Blatt drills the structures "It looks like" and "It reminds me of--" while encouraging students to draw on their vocabulary and impressions. The presentation includes students working in small groups, presenting sentences to the class and choral repetition. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. Enumerate the steps involved in a creativity exercise.
2. Be able to select a suitable line drawing for this activity.
3. Conduct a similar lesson.

Pre-viewing Activities

1. Give a brief description of the visual aid which the demonstration teacher uses in the program.
2. Discuss factors that increase student motivation:
   a. encouraging students to use their imagination
   b. soliciting and using student generated material for grammar drill.
   c. having students study on their own in small groups.
3. Compare the role of the teacher as a facilitator to the role of the teacher as a model.
4. Discuss different approaches for correcting students.
5. Discuss verbal reinforcement.

Post-viewing Activities

1. Discuss classroom management as it related to this lesson:
   a. clear instructions by teacher plus example
   b. seating arrangements
   c. gestures and body language
2. Discuss the characteristics of an effective line drawing.

3. In small groups develop an original line drawing.

4. Choose a structure to be presented with the line drawing and duplicate the demonstration lesson using the new structure.

Resources:

Dobson, Julia M. 1974. Effective Techniques for English Conversation Groups. Mass., Newbury House Publishers, Inc.

Olson, Judy Bell. 1975 "ESL Communication Starters," New Directions in Second Language Learning, Teaching and Bilingual Education, Marina K. Burt and Heidi C. Dulay, ed., Washington, D.C. TESOL, 229239.

Rivers, Wilga M. 1973. "From Linguistic Competence to Communicative Competence," TESOL Quarterly, 7.1, 25-34.

Rutherford, William E. 1974. "Pragmatic Syntax in the Classroom," TESOL Quarterly, 7.2. 177-184.

Scott, Grace. 1975. "Games Students Can Play," New Directions in Second Langauge Learning Teac-ing and Bilingual Education, Marina K. Burt and Heidi C. Dulay, ed. Washington, D.C. TESOL, 240-245.

TAPE 3

PUPPET DIALOGUES

Barbara Miller-Franklin
Santa Cruz Adult School
Santa Cruz, California

3/4" Color Cassettee Running time: 37 minutes
1/2" Color Reel to Reel

Synopsis

Barbara Miller-Franklin uses puppets to motivate students as well as to help convey language skills. The dialogue presented with puppets serves to introduce new structures and provide a framework within which they can be remembered. The tape shows beginning students learning a dialogue and then saying it while manipulating the puppets. A narration and interview clarify the rationale, strengths and anticipated results of the lesson. In the interview, the teacher gives insight into the psychology of the use of the puppets at any level of ESL teaching.

Objectives

After viewing and discussing the tape, the participants will be able to:

1. Conduct the following audio-lingual drills: repetition drill, question-answer sequence and substitution drill.
2. List the steps in presenting a dialogue geared to teaching grammatical structures.
3. Enumerate the basic principles for using puppets in the ESL classroom.

Pre-viewing Activities

1. Identify the basic elements of audio-lingual teaching techniques.
2. Discuss the rationale for using a dialogue.
3. Conduct a general discussion regarding class dynamics. Include: pacing, procedure, gestures.

Post-viewing Activities

1. Review the necessary elements of the dialogue.
2. Discuss the advantages or disadvantages of using puppets in the classroom.
3. Explore the role of drills, games and exercises to reinforce the target structures.
4. In small group activity construct a simple dialogue.
5. Use puppets and perform the dialogues.

Resources

Baird, Bil. 1965. The Art of the Puppet. N.Y., The Macmillan Co.

Binyon, Helen. 1966. Puppetry Today, Designing and Making Marionettes, Hand Puppets, Rod Puppets and Shadow Puppets. N.Y., Watson-Guptil Publications.

Griffin, Suzanne. 1976. "Teaching Grammatical Structures in Situational Contexts," CATESOL Newsletter, 7,4 (reprinted in TESOL Newsletter, 10,2).

Paulston, Christine, et. al. 1975. Developing Communicative Competence: Role Plays in English as a Second Langluage. Pittsburg, University of Pittsburg Press.

TAPE 4

INDIVIDUALIZED LEARNING CENTER FOR BASIC SUBJECTS

Tom Miller
Mira Costa College
Oceanside, California

3/4" Color Cassette Running Time: 25 minutes
1/2" Color Reel to Reel

Synopsis

Tom Miller has designed an open entry, open-exit program to meet the needs of the ABE student by using an individualized learning program. Included in the tape are the flollowing: an overview of the laboratory facilities, materials and equipment, placement interview, and system for maintaining student progress. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the particpants will be able to:

1. List some differences between this individualized learning center and the traditional classroom.
2. Describe the procedure and rationale of student placement at this learning center.
3. Describe the roles of the teacher and aides in an individualized program.
4. Identify several ways the students accept responsibility for their learning at the center.

Pre-viewing Activities

1. Discuss the following terms and their relevance to the local community:
   a. adult learner
   b. basic subjects
2. Discuss "individualized instruction."

Post-viewing Activities

1. In small groups prepare and discuss a series of nonthreatening questions to be used in the placement interview.
2. In small groups design a classroom arrangement to be used as an individualized learning center.
3. Discuss the kinds of learning materials which would be needed for the adult learner.
4. Identify all phases of record keeping necessary for the smooth operation of an individualized learning center.

Resources

Chastain, Kenneth. 1976. Developing Second Language Skills: Theory to Practice. Chicago, Rand McNally College Publishing Company.

Howes, Virgil M. 1970. Individualization of Instruction. London. The Macmillan Company.

Dunn, Rita and Kennth Dunn. 1972. Practical Approaches to Individualizing Instruction. West Nyack. N.Y., Parker Publishing Company. Inc.

Pearson, Neville R. and Lucuis A. Butler (eds) 1973. Learning Resource Centers. Minneapolis. Minn., Burgess Publishing Company.

TAPE 5

CUISINAIRE RODS FOR STRUCTURES

Rhoda Pack Curtis
Berkeley Adult School
Berkeley, California

3/4" Color Cassettee Running Time: 48 minutes
1/2" Color Reel to Reel

Synopsis

In a relaxed setting, Rhoda Curtis guides the students into structure variations through manipulation of colored rods. The rods involve the students physically which enhances their learning experience. Ms. Curtis is using the time expressions "yesterday", "every day", "now", and "tomorrow" to elicit tense changes. A narration and interview clarify the rationale, stengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape, the participants will be able to:

1. Use a set of colored rods (Cuisinaire Rods) to visually model parts of speech in simple sentences.
2. Use the rods to:
   a. give the student visual cues in sentence structure and word order.
   b. give the students visual cues to structural changes that occur when statements have changed to questions in different tenses.
3. Use the words: Yesterday, every day, now and tomorrow, along with the rods as visual cues to establish the tense of the sentences.

Pre-viewing Activities

1. Give a brief overview of the content of the tape.
2. Introduce the concept of using color to teach grammar.
3. Indicate the influence of certain concepts of the Silent Way adopted for the lesson.

Post-viewing Activities

1. Discuss the following highlights of the tape:
   a. the use of color for teaching sentence structure.
   b. the use of the poster to establish the tense of the sentences.
   c. classroom management: where the students sit, where the rods are placed, etc.
   d. the use of repetition drills of sentences generated by the students.
   e. possible follow-up activities.

2. Divide the participants in small groups and ask each group to practice teaching sentence structure with the rods.

Resources

Blatchford, Charles, 1976. "The Silent Way and Teacher Training." J. Fanelow and R. Crymes (eds) on TESOL '76, Washington, D.C., TESOL.

Gattegno, Caleb. 1970. What We Owe Children: The Subordination of Teaching To Learning. New York, Avon Books.

--. 1972. Teaching Foreign Languages in Schools the Silent Way. New York, Educational Solutions, Inc.

-- .1976. The Common Sense of Teaching Foreign Languages, New York, Educational Solutions, Inc.

--. 1976. "The Silent Way." On TESOL '76. J. Fanslow and R. Crymes (eds.) Washington, D.C., TESOL.

Sundval, H. and Keen, K. 1976. "Manipulation of Sentence Structure with Cuisinaire Rods for Teaching English as a Second Language." In K. Fanslow and R. Crymes (eds.) On TESOL '76, Washington, D.C., TESOL.

TAPE 6

TOTAL INVOLVEMENT-COMMANDS

Alisa Blatt
E. Manfred Evans Adult School
Los Angeles, California

3/4" Color Cassettee Running Time: 38 minutes
1/2" Color Reel to Reel

Synopsis

Alisa Blatt deomstrates a lesson in which she teaches a beginning class command forms and parts of the body. The students become involved by means of total physical involvement. Extension of the lesson into a relevant dialogue is included. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape, the participants will be able to:

1. List the sequence followed by the domonstrator in teaching ESL students to give commands and understand them.
2. Demonstrate how to teach parts of the body as shown in the tape.
3. Describe the sequential activities followed by the demonstrator to teach the dialogue.
4. Give an example of how to do repetition drills with physical participation by the students.
5. Describe the contrast between simple oral response and total physical response.

Pre-viewing Activities

1. Give a brief introduction of the content of the tape.
2. Review some of the pedagogical principles involved in teaching language through commands.
3. Discuss the term "total physical response." An overview of TPR(Total Physical Response) as developed by James E. Asher may be given at this point. (See resources)
4. Discuss the uses of role playing as a tool tc teach dialogues.

Post-viewing Activities

1. Review briefly some of the most relevant portions of the tape:
   a. use of physical response
   b. teacher's modeling
   c. students participation as "teachers" or leaders
   d. use of commands

e. choral drills

f. use of role playing and visual aids to teach the dialogue

2. Discuss some possible variations or follow-up activities that can be used with commands.

3. Discuss the use of repetition drills accompanied by physical activities.

Resources

Asher, James J. 1965, 3. "The Strategy of Total Physical Response: An Application to Learning Russian," International Review of Applied Linguistics, 3,291-300.

Asher James J. 1969. "The Toal Physical Response Approach to Second Language Learning." The Modern Language Jorunal. 52.3-17.

TAPE 7

ESL LITERACY

Jack Wigfield
Alemany Community College
San Francisco, California

3/4" Color Cassette Running Time: 40 minutes
1/2" Color Reel to Reel

Synopsis

This tape illustrates a variety of graded tasks developed to aide an ESL student to read and write English. Jack Wigfield demonstrates his own materials which include a literacy dialogue, a note, a reading passage, and work on spatial relationships in forming block and cursive letters. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. List the steps of this ESL literacy technique
2. Give examples of suitable materials for ESL literacy students
3. List the advantages of using self-contained lessons in multilevel ESL literacy classes.

Pre-viewing Activities

1. Define ESL illiteracy. Consider the following: students' abilities to read and write native language and English.
2. Familiarize the viewers with the concepts of:
   a. a self-contained lesson
   b. high frequency word lists
   c. the connection between sounds and letters
3. Discuss the value of students reading dialogues rather than memorizing them.
4. Compare the values of reading aloud and reading silently.

Post-viewing Activities

1. Discuss the steps of the ESL Adult Literacy lesson.
2. Discuss the characteristics and use of an ESL literacy dialogue as demonstrated.
3. Discuss the value of teaching students to write brief notes.
4. Discuss the degree of student participation.
5. Discuss the teacher's supportive role.

Resources

Batchelor, Karen, Jack Wigfield, Monica Weiss. "ESL Adult Literacy: Some want to read." Methodology in adult ESL, TESOL, (forthcoming).

Cook, Wanda D. 1977. Adult Literacy Education in the United States. Newwark, International Reading Association.

Gibson, Eleanor, Arthur Shurcliff, Albert Yoneas. 1970. "Utilization of Spelling Patterns by Deaf and Hearing Subjects. Basic Studies on Reading, Harry Levin and Joanna P. Williams (eds), New York, Basic Books, Inc.

Graff, Harvey J. 1975. Literacy and Social Structure in the 19th Century. PhD Thesis, University of Toronto.

Gudchinsky, Sarah. 1976. Literacy: The Growing Influence of Linguistics. The Hague, Mouton.

Hatch, Evely. 1973. "Research on Reading a Second Language," Workpapers in Teaching English as a Second Langauge, VII, UCLA, (June).

Wigfield, Jack. 1976-77. "ESL Adult Literacy," CATESOL Occasional Papers, No. 3 (Winter).

--. 1976. "A New Use for Dialogues: ESL Adult Literacy," TESOL Reporter, 10:2 (Fall)

TAPE 8

SITUATIONAL DIALOGUES-A CONVERSATION TECHNIQUE

Rhode Pack Curtis
Berkeley Adult School
Berkeley, California

3/4" Color Cassette Running Time: 30 minutes
1/2" Color Reel to Reel

Synopsis

By means of a stimulus phrase which sets up a problem in a situation, Rhoda Curtis demonstrates a technique designed to promote free conversation. After giving a few brief examples to insure that all the students understand the phrase and the situation, she divides the class into pairs to discuss and write their own dialogue. Some students present their dialogues to the class. Follow-up activities are suggested. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. List the steps involved in conducting a conversation class using a situational dialogue.
2. Identify the characteristics of classroom management which encourage free conversation.
3. Identify the procedures used by the demonstration teacher which foster free conversation.

Pre-viewing Activities

1. Compare the role of the teacher as a facilitator to the role of the teacher as a model.
2. Discuss the reationale of using student originated dialogues in the classroom.
3. Discuss the importance of simulating situations relevant to the students.

Post-viewing Activities

1. Discuss the role of the teacher as a facilitator.
2. Choose other situations which would lend themselves to this technique.
3. Discuss the content of the required phrase used in the strategy and give other examples of phrases which initiate a problem-solving situation.
4. In pairs create a situational dialogue.
5. Perform the dialogue; discuss the benefits gained from the experience.
6. Discuss some possible follow-up activities.

Resources

Kohn, James J. 1975. "Peer-Mediated Instruction and Smallgroup Interaction in the ESL Classroom," TESOL Quarterly, 9-4,379-390.

Rigg, Pat. 1976. "Choosing and Using Dialogs," TESOL Quarterly, 10-3, 291-298.

Sager, William R. 1973. "Creating Contexts for Language Practice." TESOL Quarterly, 7-1, 35-50.

TAPE 9

PHOTO AND SIGNAL CARDS-FOR ORAL FLUENCY

Yves Jacot
Berkeley Adult School
Berkeley, California

3/4" Color Cassette Running Time: 47 minutes
1/2" Color Reel to Reel.

Synopsis

Using specially designed Photo and Signal cards, Yves Jacot leads the students through a series of sentence pattern manipulations. By moving his fingers along both sides of the photo cards, Mr. Jacot, while indicating different subject pronouns and complements, cues the students to generate a variation of the sentence pattern under consideration. A narration and interview clarify the rationale, strengths and anticipated reults of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. Identify the elements in the demonstration which enables the teacher to remain silent while the students generate responses to visual aids.
2. Enumerate the steps in teaching students to compose a core sentence and manipulate it.
3. Conduct a similar lesson.

Pre-viewing Activities

1. Clarify the demonstrator's grammatical terminology: core sentence, tense, mode, and complement.
2. Discuss types of substitution drills.
3. Discuss the importance of the verb.
4. Discuss the importance of English word order.

Post-viewing Activities

1. Discuss the advantages of teaching students to ask and answer questions.
2. Discuss the importance of oral language as the foundation for reading.
3. Discuss the importance of oral language as the foundation for writing.
4. In small groups practice using Photo and Signal cards.

Resources

Lado, Robert. 1964. Language Teaching. A Scientific Approach. N.Y., McGraw-Hill. Inc.

Politzer, Frieda N. and Robert L. Politzer. 1972. Teaching English. Lexington, Massachusettes. Xerox College Publishing.

Rivers, Wilga M. 1968. Teaching Foreign Language Skills. Chicago, University of Chicago Press.

TAPE 10

CONSUMER EDUCATION-MONEY MANAGEMENT

Juliet Crutchfield
Clinton Park Adult School
Oakland, California

3/4" Color Cassettee Running Time: 41 minutes
1/2" Color Reel to Reel

Synopsis

Juliet Crutchfield introduces the concept of needs versus wants with her class in order to develop priorities in making a budget. The lesson is approached through discussion, definition of terms, role play, and manipulation of play money. The play money is used to initiate decision making concerning choice in the use of a limited monthly budget. Follow-up activities encourage students to make and use a budget in their own lives with the teacher serving as a consultant. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. List the steps in the lesson.
2. Identify the techniques used to help the student develop confidence.
3. List some characteristics of Adult Basic Education students.

Pre-viewing Activities

Discuss:

1. the meaning of (A.P.L.) Adult Performance Level objectives
2. the meaning of competency based education
3. the characteristics of Adult Basic Education students that make them unique.

Post-viewing Activities

1. Review the activities of the lesson.
   a. discussion
   b. role-playing
   c. teacher-demonstration
   d. simulation games
2. Discuss techniques for increasing student participation and class discussions.
3. Discuss the role of the teacher's attitude in futhering the content objectives of the lesson.

Resources

Northcutt, Norvell. 1974. Functional Literacy For Adults: A Status Report of the Adult Performance Level Study. Urbana, Illinois, ERIC Clearing House on Reading and Communication Skills.

Texas University at Austin. Division of Education, 1975. Adult Functional Competency: A Summary, Urbana, Illinois, ERIC Clearing House on Reading and Communication Skills.

Louisiana State Department of Education. 1975. Project Apple Core. Annual Report, July 1, 1975 - September 30, 1975, Urbana, Illinois, ERIC Clearing House on Reading and Communication Skills.

Bureau of Occupational and Adult Education. 1976. Competency - Based Adult Education, Research and Innovation Catalog. Urbana, Illinois, ERIC Clearing House on Reading and Communication Skills.

Mocker, Donald W. and George E. Spear. 1976. A Study to Determine Competencies Needed by ABE/APL Teachers., Urbana, Illinois, ERIC Clearing House on Reading and Communication Skills.

TAPE 11

RMI-SYSTEM FOR ABE LITERACY

Kirk Ullery
San Francisco Community College
San Francisco, California

3/4" Color Cassette Running Time: 50 minutes
1/2" Color Reel to Reel

Synopsis

In this literacy lesson, Mr. Ullery works first with beginning students and later with an intermediate student. He first encourages the beginning students to talk about themselves, their interests, their favorite activities and their personal relationships. The teacher then composes simple sentences which incorporate some of the students' experiences and writes the sentences on the board. The students practice reading the sentences and then record them in their notebook to review at home. With the intermediate student Mr. Ullery demonstrates the technique of teaching the student to use prediction when he reads from a book.

Objectives

After viewing and discussing the tape the participants will be able to:

1. Describe the characteristics of the literacy technique.
2. Explain the method that Mr. Ullery uses to teach students to predict meaning.
3. Enumerate the steps in Mr. Ullery's lesson.

Pre-viewing Activities

1. Elaborate on the RMI miscue analysis:
   a. its intended use
   b. its relevance to this literacy technique
2. Discuss the philosophy of the language experience reading technique.
3. Discuss the importance of:
   a. meaning to reading
   b. the ability to predict to reading
   c. the difference between a reading skill and a reading strategy.

Post-viewing Activities

1. Discuss Mr. Ullery's comments concerning:
   a. phonics
   b. his choice of his method of transcription
   c. the effect of the student's dialect on his learning
2. Give a Cloze test and discuss the viewers' ability to predict the answers.

Resources

Goodman, Kenneth, ed. 1973. Miscue Analysis, Applications to Reading Instruction, ERIC Clearing House on Reading and Communication Skills/National Council of Teachers of English, 3-14.

Lamb, Pose. 1975. "How Important is Instruction in Phonics," The Reading Teacher, 29-1, 15-19.

Lee, Dorris M., and R.V. Allen. 1963. Learning to Read Through Experience. New York, Appleton Century Crofts.

TAPE 12

TOWARDS INDEPENDENT ORAL AND WRITTEN PERFORMANCE

Sharon Meeker
Fremont Adult School
Sacramento, California

3/4" Color Cassettee Running Time: 40 minutes
1/2" Color Reel to Reel

Synopsis

Sharon Meeker demonstrates a lesson in which she elicits questions from the class on the topic, My Best Friend. The students then work in pairs, asking and answering the questions. Following the conversation activities, the students write the answers to the questions as a paragraph, and then volunteer to share their work with the class. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. Describe the steps in the lesson.
2. Conduct a similar lesson.
3. List suitable lesson topics.
4. Describe the rationale for basing a lesson on students' questions and experiences.
5. Identify the goals of the teacher which are separate from conveying the content of the lesson itself.

Pre-viewing Activities

1. Discuss the steps in the lesson.
2. Discuss the relative usefulness of yes/no questions compared to WH questions.

Post-viewing Activities

1. Discuss:
   a. the role of the teacher in the lesson
   b. the use of correction in this lesson
   c. the goals of the teacher
   d. the value of the students' contributions
   e. the ordering of the questions to facilitate paragraph writing
   f. the effects of the lesson on the students which are separate from the content

2. Develop a list of suitable topics for a similar lesson.
3. Choose a teacher and simulate the oral part of the lesson.

Resources

Dobson, Julia M. 1974, Effective Techniques for English Conversation Groups. Mass., Newbury House Publishers, Inc.

Krashen, Steven D. 1976. "Formal and Informal Linguistic Environments in Language Acquisition and Language Learning," TESOL Quarterly, 10-2, 157.

Ashton-Warner, Sylvia. 1963. Teacher. N.Y. Simon and Selevester, N.Y.

TAPE 13

JOB INTERVIEW-A STUDENT CENTERED APPROACH

Nicholas Kremer
La Puente Community Adult School
Hudson Campus
La Puente, California

3/4" Color cassette Running Time: 43 minutes
1/2" Color Reel to Reel

Synopsis

Nick Kremer draws on the communal pool of knowledge of his students to develop vocabulary and patterns in English which will help prepare them for survival situations outside the classroom. Through trial and error they decide which patterns are acceptable. The students then enact an unrehearsed dialogue between en employer and potential employee. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape, the participants will be able to:

1. Identify the four steps of this lesson.
2. Use the particular non-verbal conventions that the demonstration teacher uses to help students self-correct structure and pronunciation errors.
3. List the factors which are involved in directing role playing.

Pre-viewing Activities

1. Give a brief overview of the content of the tape.
2. Discuss the meaning of "student centered approach."
3. Discuss the use of non-verbal cues for correction.
4. Discuss the importance of individual experimentation with language as it relates to a sense of accomplishment.

Post-viewing Activities

1. Discuss how the teacher draws content for the classwork from the students
2. Discuss the importance of "waiting" for students to respond.
3. Discuss other topics appropriate to this technique.
4. Discuss the psychology of rôle playing

TAPE 14

STRUCTURE-THE SILENT WAY

Joseph Hards
Huntington Union High School District
Westminster, California

3/4" Color Cassettee Running Time: 40 minutes
1/2" Color Reel to Reel

Synopsis

Joe hards uses Cuisinaire Rods and visual cues in his role as facilitator with a group of Vietnamese students. He teaches prepositions of place and then encourages his students to form new sentences. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape,the participants will be able to:

1. Manipulate Cuisinaire rods and teach beginning ESL students the words rod, rods, the names of the colors, and how to express spacial relationships. All of these will be done with minimum oral participation on the part of the teacher.
2. Develop certain non-verbal conventions, such as the use of fingers by the demonstrator as visual cues to communicate to the learner information about word order, pronunciation and intonation.
3. Use the word charts to help the learner create sentences related to situations created by the teacher with the rods.

Pre-viewing Activities

1. Give a brief introduction of the Silent Way contrasting it with traditional techniques.
2. Explain The Silent Way classroom procedures concerning correction, modeling and reward.
3. Explain the role of "silence" as a tool for the subordination of teaching to learning.

Post-viewing Activities

1. Discuss the highlights of the tape including:
   a. the use of the fingers by the demonstrator
   b. the use of the rods to create situations
   c. variations introduced without the rods
   d. the use of the word charts

2. Divide the participants in groups of five or more. Give each group rods and ask them to take turns teaching with the rods as demonstrated on the tape.

3. Regroup and discuss personal reactions to the Silent Way.

Resources

Blatchford, Charles, 1976. "The Silent Way and Teacher Training," On Tesol '76, J. Fanselow and R. Crymes (eds.), Washington, D.C. TESOL.

Gattegno, Caleb. 1970 What We Owe Children: The Subordination of Teaching to Learning N.Y., Avon Books.

--. 1972, Teaching Foreign Languages in School - The Silent Way. N.Y., Educational Solutions, Inc.

--.1976. The Common Sense of Teaching Foreign Languages. N.Y., Educational Solutions, Inc.

--.1976."The Silent Way." On TESOL '76, J. Fanselow and R. Crymes, (eds.) Washington, D.C., TESOL.

TAPE 15

COPING SKILLS FOR THE ESL STUDENT

Lotte Marcus
Salinas Adult School
Salinas, California

3/4" Color Cassette Running Time: 47 minutes
1/2" Color Reel to Reel

Synopsis

Lotte Marcus demonstrates a technique using dramatic teleplays designed to enhance the Spanish speaking student's confidence and ability tocope with anxiety producing cross-cultural encounters. In addition, information such as the latest immigration laws is presented to the stuent in Spanish. A narration and interview clarify the rationale, strengths and anticipated results of the lesson.

Objectives

After viewing and discussing the tape the participants will be able to:

1. Identify some stereotyped situations where language misunderstandings cause friction and anxiety to the ESL student.
2. Enumerate some differences between teaching ESL with an emphasis on coping skills rather than an emphasis on grammar or literacy skills.
3. Describe the various techniques and rationale presented by the demonstration teacher.

Pre-viewing Activities

1. Discuss the term coping skill in general and for second langauge learners.
2. Discuss the psychological impact of fear and intimidation on the second language learner in real life situations.
3. Discuss the importance of survival information in ESL community centers.

Post-viewing Activities

1. Review term: coping skills.
2. Determine appropriate area in your students lives that could be used as class material.
3. Write a teleplay using a simulated situation where student must face an authority figure.
4. Write several questions that the puppet authority can ask which may propose a difficult situation for the student.
5. Determine topics of high interest for your students which can be presented bilingually.

Resources

For futher information regarding the use of videotapes by English on Wheels program, inquiries should be addressed to AKTOS, Box 95, Route 1, Camel, California 93923. A printed Syllabus and a history and bibliography will be furnished upon request.